

Robinson Elementary School

Reaching Every Student

Schoolwide Title I Plan

2016-2017



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Robinson Elementary School
Dawson County Schools
Title 1 School-Wide Plan FY16-17

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Title I Schoolwide/School Improvement Plan

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Dawson County Schools

Pursuing Excellence For All

Purpose

To be an exemplary school district, with outstanding staff, that prepares students to compete globally.

Direction

To provide quality instruction and student support in a nurturing environment that results in success for all.

Commitments

The Dawson County School System is committed to the following:

1. Graduation for all
2. Providing a secure & nurturing/supportive learning environment
3. Cultivating relationships with students, families, schools & community
4. Treating everyone with dignity & respect
5. Providing a challenging curriculum through researched-based, data driven, differentiated instruction
6. Providing extra-curricular activities and other opportunities, which develop positive personal growth
7. Integrating current and emerging technologies to compete in the 21st Century

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

The needs assessment surveys, which address academic areas and other factors that may affect achievement, are given yearly to certified staff, paraprofessionals, parents, and gifted students. The following instruments were used to obtain this information:

- Title I needs assessment
- Title II needs assessment
- Gifted survey for students and parents
- Title III - English Learners (EL) survey

The results from the surveys show that the top priorities for meeting students' needs should be in the areas of reading, math, english language arts, and writing across the curriculum. Teachers feel that they need more training in the areas of technology, math, using data and assessments, response to interventions, parent and community involvement, and differentiation to improve learning. Parent responses indicate that they feel well informed by the school and can communicate openly with the teachers and administrative staff. Gifted parents are pleased with the Gifted program and would like for their child(ren) to continue in the program. Parents of EL students are pleased with the EL program and believe it has helped their child(ren) to learn the English language.

The needs assessment process continues during each school year using local and state professional learning and state and federal program assessment instruments. State-mandated test results and District Math benchmark information are also analyzed as a part of the needs assessment process. Other sources used for determining areas of strengths, weaknesses, and goals include AIMSweb (Academic Improvement Measurement System based on the web) progress monitoring data, Rigby READS (Reading Evaluation and Diagnostic System) Data, GKIDS (Georgia Kindergarten Inventory of Developing Skills), and CGI (Cognitive Guided Instruction) assessment data. Areas will be added to the list of strengths and weaknesses as dictated by the results of these continuing assessments.

Data analysis along with demographic information and achievement test results are provided in the appendices.

2. Schoolwide reform strategies that are Scientifically Research-Based and

2a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

RES uses a variety of instructional programs, teaching strategies and curricular modifications to address the needs of all children in the school. Much emphasis is placed on the needs of those students furthest away from demonstrating proficiency related to the state's academic content standards. Examples of these programs and strategies are listed below in 2b.

Each nine weeks, RES administers a District Quarterly Assessment (DQA) that includes English/Language Arts (ELA) and Math Georgia Standards of Excellence (GSE) taught through the common pacing guides. These diagnostic assessments are used to identify individual, class, and grade-level strengths, misconceptions, and areas of weaknesses in order to inform planning and

remediation. Through collaboration an action plan will be developed and implemented to show the effectiveness of the remediation.

2b. Use effective methods and instructional strategies that are based on scientifically based research that:

- **strengthen the core academic program in the school,**
- **increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum,**
- **include strategies for meeting the educational needs of historically underserved populations.**

The following are examples of the scientifically based research methods, instructional practices or strategies to support raising student achievement:

- All classrooms are standards based and are following the GSE and GPS. A variety of books with increasing text complexity will be used to supplement instruction in the support of the GSE and GPS.
- Thinking Maps - A Tier 1 strategy used to support learning through visual models and critical thinking skills
- TEAM Time (Together Everyone Achieves More - Response to Intervention Time) – Based on the RTI process, each grade level has intervention/enrichment time that is provided based upon classroom performance data and universal screening data.
- Classworks - An instructional improvement system that integrates instruction aligned to GSE and GPS, valid assessments, data management, progress monitoring, and goal oriented professional learning
- Co-teaching/Resource/Para Support/Consult - RES currently has four and one half special education teachers and three special education paraprofessionals on staff that serves grades K-5. These models provide additional academic and behavioral support to students, while also providing the rigor and pace of the regular classroom and interaction with grade-level peers.
- Accelerated Reader - Students are able to read and take comprehension tests based upon their diagnostic reading level.
- Technology – All classrooms have smart boards that are used for instructional purposes. RES has computer as an auxiliary class where lessons are taught by a certified paraprofessional. There are also three computer labs. During the 2012-2013 school year, an iPad mobile lab was purchased for use in all grade levels.
- Georgia Online Formative Assessment Resource (GOFAR)- Contains test items related to content areas assessed by the Georgia Milestones Assessment System. Teachers and administrators can utilize the GOFAR to develop formative and summative assessments, aligned to the state-adopted content standards, to assist in informing daily instruction.
- SuccessMaker - A web-based program that is designed to assess and remediate students that have academic gaps. The program is research based and is used with tier four students in all grade levels.
- Lucy Calkins – Units of Study in Writing: A Common Core Writers Workshop Curriculum helping students achieve writing standards
- Cognitively Guided Instruction (CGI) is a problem-solving mathematics program designed to improve number sense and computation.
- Gifted Education Program - A combination of models including the cluster model, advanced content model and the pull out model is being used to serve gifted and high achieving students at RES.
- Saxon Phonics – A program that prepares children to be successful, independent readers and spellers. It is available in grades 1-2.

- Guided Reading - A K-5 framework for delivering reading instruction based upon students' individual reading levels. RES has a leveled bookroom that contains bagged sets of 6 that support cross-curricular and leveled instruction that are checked out by the teachers and are used in planning small group instruction for reading groups. Students are allowed to take books home and read with their parents.
- Fountas and Pinnell Benchmark Kits - A diagnostic kit used by K-5 teachers to determine the reading level of their students
- Intervention by Design - An extensive intervention program for students in grades 3-5 that have been identified as being on Tier 3. The systematic and explicit instruction is designed to meet the individual needs of struggling readers.
- Touch Math - A research-based math intervention that includes visual and kinesthetic strategies for math computation for students in grades 2-3
- Voyager Math - A comprehensive math curricular resource for Tier 4 students in grades 2-5 in small group, resource settings.
- The Six Minute Solution: A Reading Fluency Program builds students' reading fluency essential for text comprehension and is valuable as a complement to any reading/language arts curriculum as an intervention program.
- Handwriting Without Tears – An easy-to-teach, easy-to-learn curriculum that makes handwriting mastery joyful for students and their teachers
- Orton Gillingham Approach to Reading Instruction - An instructional approach intended primarily for use with persons who have difficulty with reading, spelling, and writing of the sort associated with dyslexia
- Departmentalized Instruction - An approach that has major advantages including improved curriculum alignment within and among grade levels
- Zoo-Phonics - A curriculum-based reading and spelling program, which teaches children the fundamentals of the English language
- Twelve Powerful Words-Twelve words that are commonly used on standardized tests and that cause students difficulty when they encounter them. These words can confuse students and result in wrong answers when the student may have known the information. Incorporating these words in your students' daily life will boost their academic achievement.
- Motivation Acquisition Extension (MAX) Reading and Writing Strategies - Classroom activities for helping students learn new subject matter while acquiring literacy skills.
- Number Talks (K-5) - Builds mental math and computation strategies. Number Talks begins with dot cards, five- and ten-frames, rekenreks to build number fluency and visualization.
- Sounds Abound - An interactive software program to help students develop and master phonological awareness, build awareness of and develop sound-symbol association and make judgments about phonemes and integrate this knowledge with how words are read and spelled
- Quality Techniques, Instructional Practices, and Strategies (Q-TIPS)- Math Strategies (K-5) - Quality Techniques, Instructional Practices, & Strategies to help build a strong mathematical foundation
- ACE (Answer |Cite | Expand) is a strategy to help students when answering questions. ACE helps students with a mnemonic and a framework for responding to questions.
- RACE (Restate | Answer | Cite | Explain) - Restate the question, Answer the question Citing examples from the text, then Explain how the EVIDENCE from the text supports your answer.
- Ready Common Core Reading – The Ready Reading program uses a proven-effective, gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery of the Georgia Standards of Excellence.
- Ready Common Core Writing – The Ready Writing's explicit writing instruction teaches students to become confident, competent writers and thinkers.

- Ready Common Core Math - The Ready Mathematics program helps address the emphasis on conceptual understanding through reasoning, modeling, and discussion that explore the structure of mathematics while also developing students' procedural fluency.
- Read Naturally GATE combines the research-based Read Naturally Strategy with interactive phonemic awareness and decoding exercises. Students master high-frequency words as they improve their fluency, comprehension, and vocabulary.
- Read Naturally Live - This cloud-based intervention efficiently applies the research-based Read Naturally Strategy to accelerate reading achievement.
- IXL- an online intervention program aligned to Georgia Standards that allow students to meet individual learning objectives.
- Reading Eggs-makes learning to read interesting and engaging for kids with great online reading games and activities.
- *GO Math!*- provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.
- Wordly Wise 3000- provides direct academic vocabulary instruction – developing the critical link between vocabulary and reading comprehension.

The Computer Science class focuses on getting young learners on their path to competing in a society that is yet to even be imagined. Through the use of iPad minis complete with protective cases and keyboards, purchased with Title 1 money, children can see their coding come to life in a real-world, hands-on way that engages them fully in the concepts they are learning.

RES will increase the amount and quality of learning time by creating a master schedule of uninterrupted instructional time for all content areas. Other methods to increase the amount and quality of learning time include TEAM time and one on one or small group tutoring provided by a volunteer, paraprofessional, or University of North Georgia student. Instruction is supported by technology as teachers have the opportunity to sign up for one of the three computer labs or check out the iPad cart. An Academic Coach serves as onsite professional developer who works collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.

Classworks is a universal screening instrument in the areas of reading and math that is given to all students K-5 three times annually. The universal screener provides longitudinal growth data for all students and identifies struggling students for potential interventions. Teachers monitor progress by using Classworks probes biweekly.

The DQAs are administered in Math and ELA to measure student achievement. These assessments are aligned to the District Pacing Guides. Students scoring below 70 will receive remediation and will be reassessed to determine mastery of standards. The proposed improvement efforts are consistent with the Individuals with Disabilities Education Improvement Act of 2004 including meeting of RTI innovations.

2c. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

- **the integration of vocational and technical education programs; and**

RES has a variety of schoolwide programs that support all children including those at-risk of not meeting the standards. RES has a mentoring program that is coordinated by the counselor in conjunction with the county mentoring coordinator. The program matches a child with an adult from the community to spend an hour a week at school together. Mentors can provide encouragement, play games, assist in class work, eat lunch, work on art projects, and serve as a role model for their mentee. We currently have four Robinson Elementary School students participating in the mentoring services. Dawson County Schools social worker is also available to help students and their families as situations arise. The school also employs a nurse to address the health needs of children while at school. Robinson Elementary lunchroom staff provides balanced meals for breakfast and lunch each school day. Bus drivers safely transport the students to and from school. A deputy from the Dawson County Sheriff's Department is assigned to Robinson Elementary to assist in traffic flow, keeping students safe while at school, and teaching CHAMPS (Choosing Healthy Activities and Methods Promoting Safety). Dawson County Schools have recently started a program called Backpack Buddies. Selected students will be given a backpack on Fridays filled with non-perishable food to take home with them. Currently, RES will have four students participating.

A guidance counselor teaches groups in the classroom regularly and counsels individuals when warranted. The counselor assist students in constructing individual career portfolios. Students attend a county wide career fair where they explore different careers of interest. Some additional lessons taught include Study Skills, Test Taking Skills, Dealing with Divorce, Character Education, Bullying, and How to Make Friends.

In alignment with the School Improvement Goals, a Production Club and Student Leadership Team were formed this year. The Production Club, known as the "Tiger News Crew," prerecords the morning news that is shown schoolwide each morning at 7:45 am. The Tiger News crew members learn to operate digital and video cameras and use video editing software to produce the news show each morning, which includes the weather, the daily cafeteria menu, important school updates, special reports, and much more. Members also learn teamwork, timing, and public speaking skills. Being a member of the Production club is a privilege limited to students in 4th and 5th grades, but all grades have the opportunity to be in parts of the news. The Student Leadership Team is offered to students in grades 2nd - 5th and will provide opportunities for students to help around the school and community as well as develop leadership skills, good character, decision making and responsibility.

2d. Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

The determination of which instructional strategies are most appropriate for individual student needs is made during grade level, Instructional Support Team (IST), Student Support Team (SST), and other specialized meetings to review student data. The decisions for scheduling are made through a collaborative group review of the student's performance data. The amount of time allotted for the student in a particular instructional strategy is dependent upon his/her progress toward meeting proficiency levels in the identified area(s) of need. A detailed description of the Response to Intervention (RTI) process can be found in this plan in section 9.

Teachers are trained to identify difficulties and determine appropriate assistance for identified difficulties in students through the following:

- Classworks
- District Quarterly Assessments

- Formative assessments
- Summative assessments
- Classroom performance/standard mastery
- Monthly Instructional Focus team meetings

3. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

High quality, ongoing professional learning is a top priority of Robinson Elementary School. In order to remain abreast regarding current trends, teaching strategies, and curricular issues, the staff is encouraged to attend quality conferences, specific trainings, and job-embedded professional learning opportunities. The sessions are offered on both the school and system levels, many of which are made available at RES in response to surveys of professional learning needs and interests. Professional learning needs are assessed each spring via Title I, Title II, Gifted, and state professional learning needs assessments. Collaborative job-embedded professional learning is a research-based practice and an essential component of the Georgia Department of Education (GaDOE) Teacher Keys, an assessment system of necessary practices for continuous school improvement resulting in increased student achievement. Robinson Elementary School, along with all other Dawson County Schools, uses the GaDOE Teacher Keys Effectiveness System (TKES). TKES consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher. Data are collected through formative teacher surveys multiple times throughout the school year to inform planning for PLC's and to adjust format and topics to meet the needs of RES teachers.

RES places a large focus on teacher collaboration, coaching in best practices, and instructional support. The Academic Coach and experts in best practices are utilized to support, develop, and enhance professional growth. Collaboration is fostered and encouraged with time set aside to allow collaboration to occur. Title I funds support one Academic Coach and a three-fourths time (75%) Instructional Specialist. RES will continue to build teacher leaders and coaches to support, develop, and enhance professional growth.

Areas of professional development for the school year will be:

- Classworks
- Introduction to Google Apps
- Getting the Most Out of your Mac and Yosemite OS
- Getting the Most Out of Google Forms
- Getting the Most Out of Google Chrome
- Twelve Powerful Words
- Motivation Acquisition Extension (MAX) Reading and Writing Strategies
- English Language Learner update training
- Lucy Calkins – Units of Study in Writing: A Common Core Writers Workshop Curriculum helping students achieve writing standards.
- Statewide Longitudinal Data System (SLDS)
- Cognitively Guided Instruction (CGI) (K-3)
- Number Talks (K-5)
- Quality Techniques, Instructional Practices, and Strategies (Q-TIPS)- Math Strategies (K-5)
- ACE strategies

- RACE strategies
- Guided Reading K-5

4. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

RES recognizes that parent involvement is critical to school efficacy. RES further recognizes that in order to involve the largest number of parents possible a parent involvement program must offer strategies to increase parental involvement that include a choice of formats, times, topics, and locations. A mixture of fun and educational activities is also required. Education tips and good practices are included during Family Fun Nights, providing each family the opportunity to take home Parent Tips Bookmarks, Parent Guide Pamphlets, and other academic support resources.

Opportunities for regular meetings for parents to offer suggestions, to share experiences with other parents, to participate in educational decision-making, to be equipped to help their children with schoolwork, to improve home-school communication, to participate in classroom activities as instructors when possible, and to share fun family times comprise the RES parent involvement program. Title I funds will be used to buy materials necessary to conduct these Family Fun Nights. These materials will include supplies to complete literacy stations during Superhero Family Literacy Night. Families will rotate through different literacy stations focusing on ELA, Math and STEM. After completing the different literacy stations, families will receive the book, Dex Superdog the Heart of a Hero. The typical parent-teacher conferences, newsletters, report cards, agenda book, progress reports, Remind and PTO activities are parts of the communication between staff and parents.

The Parent Involvement Policy, Family-School Compact and Title I Schoolwide plan will be reviewed by all stakeholders, and they will be given an opportunity to provide feedback and suggestions. PTO meetings, School Governance Council meetings, Open House, annual Title I meeting, faculty meetings, grade level meetings, school leadership meetings, and School Messenger reminding parents that copies are available in the front office, in the parent resource room and on the school website are some avenues in which the plans are shared.

Parent volunteering, mentoring, and tutoring programs provide additional ways for involvement. A computer check-in system has been set up in the office where parents are printed a photo ID. Parent volunteer hours can be accumulated through the computer data. Volunteers must participate in the online Mandated Reporter training.

A Parent Resource Room is on-site and located across from Pod A. It provides an inviting atmosphere for parents, grandparents, stepparents, and other caregivers of RES children who need information and resources. It contains a collection of books on school-related issues and parenting topics, and also offers several DVDs and books designed for parents of school aged children. The resources are free to check out and take home.

Other ways that parents can be involved with Robinson Elementary School include:

- Awards and Honors Programs; student performances
- Open House
- Curriculum Night
- Scheduled parent-teacher conferences before and after school, as well as during teachers' planning periods or on early release days
- PowerSchool, a student data-tracking system that allows parents to check grades, tardiness, and absences on-line
- School web page

- Remind – A safe way for teachers to text message students and stay in touch with parents.
- Class Dojo behavior management system makes it easy to engage parents in their child's development, by allowing teachers to provide them with real time data from the classroom
- Monthly PTO newsletter
- Weekly teacher newsletters and emails
- School wide seasonal family projects displayed throughout the school
- Title I parent involvement sessions
- School Messenger – A global message system, crisis communication, and automated calling system to relay current school and community-related information and events
- PTO Meetings and Events
- RES special programs
- RES school governance meetings

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Dawson County enjoys an excellent reputation in each school, and this reputation has provided the district with a quality pool of applicants for vacant positions. Staff recruitment as a whole has not been problematic to date. In order to attract and retain needed personnel, the system utilizes the following:

- Teach Georgia employment resource provided by the Georgia Department of Education
- A day of new teacher orientation prior to the beginning of each school year
- Continuous professional learning opportunities
- Teacher mentors
- Provides time for each grade level to meet as a group to plan
- Competitive benefits package
- A partnership with Dawson County Elementary Schools and University of North Georgia – Professional Development School (PDS)

At RES, there is a strong emphasis on positive school culture and positive professional relationships. Teachers are provided with pertinent, ongoing, job-embedded professional learning, frequent professional feedback and support from school leaders. Purposeful, focused strategies are used with staff, students, and parents to foster a positive working and learning environment. Mixed grade level teams are used to strengthen collegiality and are also a regular part staff interactions. These activities coupled with Spirit Day each Friday contribute to the high retention rate of the school's highly qualified staff.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

RES assists preschool children in the transition from early childhood programs to local elementary school programs. RES staff recognizes that provision for a pleasant, smooth transition from pre-school to elementary school is crucial. During kindergarten pre-registration, kindergarten teachers meet with each child and his or her parents to answer questions. Parents are encouraged to tour the school. A kindergarten drop-in day is held annually to help promote a smooth transition. Parents may bring their children to school to observe and participate in a kindergarten classroom.

RES also attempts to provide a comfortable transition for fifth-graders entering middle school. They are given the opportunity to participate in "Shadow Days," during which the teachers and students spend

half a day in the spring observing the procedures and activities at Riverview and Dawson County Middle Schools. Students tour the school and receive information on academic and behavioral expectations, clubs, and extra-curricular activities. Middle School students will come to the fifth-grade classrooms and discuss their perception of a day in the life of a middle school student. The middle school subsequently provides an evening of orientation for parents.

7. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

There are a variety of assessment techniques used to examine student performance.

Teachers use grading rubrics, student performance observations, and performance assessments, which include formal and informal evaluations, open-ended questions, group projects, and writing assignments. Student performance is enriched by communication with parents, weekly folders, progress reports, report cards, open house, and curriculum nights. Parents have the ability to check student grades and attendance daily through Power School. This tool also has an option that a parent may choose to have all of the information delivered to them daily through their email.

At school level, teachers are involved in decisions regarding the assessment of student mastery of standards. Grade-level teachers work collaboratively to develop a variety of unit assessments within each content area. At the end of each unit, each grade level will create and administer two common summative assessments. These assessments are encouraged to be 3-prong assessments which include performance based, written responses, and selective responses. Teachers continually use the results of these assessments to guide planning for daily instruction and to provide timely intervention for students who may be having difficulties.

At the system level, common pacing guides were developed for all elementary schools in the area of Math and ELA. Two DQAs will be developed, administered, and analyzed for all students in grades 2-5. Data results will be discussed at the system, school, grade, and classroom level. Teachers will be able to collaborate with the students to determine strengths and weaknesses.

During the school year, teachers examine formative, summative, and standardized test scores to identify the strengths and needs of students. Classworks is used three times a year to provide a universal screening for all students in the areas of math and reading/ELA. Further progress monitoring is conducted bimonthly for struggling students receiving specific interventions. Teachers also use pre and post test scores to assess performance. Grade levels, along with the Instructional Specialist, review results; then students' strengths are found and instruction can be planned for enrichment or remediation. When needs are identified, plans are made to help the student better understand the curriculum. Students who have been identified to have a weakness in reading, writing, or math will receive extra instruction in these areas.

Kindergarten students are given the GKIDS (Georgia Kindergarten Inventory of Developing Skills), which is a state mandated performance-based assessment. Students in grades 3-5 are given the Georgia Milestones Assessment System (GMAS) each spring. Student Learning Objectives (SLOs) will be administered in grades K-3 as well as Kindergarten Art, fourth grade PE, and fifth grade Music.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The RES Response To Intervention (RTI) process is the key to identifying students with difficulties and providing effective and timely assistance to these students. This process is aligned to the Georgia RTI model and is used to help support students who may have difficulty with academic or behavioral issues. It addresses how the school will determine if such needs have been met and their consistency with improvement plans approved under Educate America Act.

All students participate in the Tier 1 standards based classroom, which includes GSE, differentiated instruction, and flexible groups. Teachers identify students who are experiencing difficulty and implement Tier I instructional strategies based upon individual student needs. Teachers gather information regarding strengths and specific concerns, strategies attempted, and outcomes. If the teacher determines that strategies are not successful, the student is referred to Tier II.

The grade level Tier II Team, which may include the school counselor, instructional support specialist, assistant principal, and principal, reviews specific concerns. Intervention strategies are assigned and implemented over a period of time. The teacher will adjust instruction, while the Instructional Support Specialist monitors progress, collects data, and documents the results. A web based progress monitoring system (Classworks K5) is used to measure the effectiveness of each student's prescribed intervention. This process allows the team to ensure that the intervention is appropriate and effective for the student. If the team determines that the student is not sufficiently responding to the intervention, the student is referred to Tier III.

Tier III involves the Student Support Team (SST) that meets to consider student performance and baseline data. The team reviews interventions and develops a plan, a goal(s), and a monitoring system for the student. There will also be an intelligence test screener and achievement screeners given to guide if a student should be referred for a full psychological evaluation. A school psychologist completes the evaluation, and an eligibility team will determine if the student qualifies for Tier IV supports. If a student is found not eligible, recommendations for students not responding to interventions within the first three tiers of the RTI process will be given. Additionally, students may qualify for EIP assistance in grades kindergarten through fifth. Following specific eligibility criteria outlined in A through D below, students are identified as needing assistance in reading and/or math. Students who qualify receive assistance by means of EIP instructional setting via a reduced class size, augmented, or pullout model.

- A. Teacher recommendation
- B. EIP Checklist
- C. GMAS (state standardized test) deficits
- D. Retention in previous grades

Students experiencing difficulty in mastering standards are provided with activities, using a variety of methods, to ensure effective and timely assistance. These activities are as follows:

1. The school guidance counselor serves as a liaison for the Dawson County Mentoring Program. He works in collaboration with the county mentoring coordinator to facilitate the program at a school level. The counselor works in tandem with the assistant principal, social worker, and school staff to monitor student attendance and to assist parents in ensuring regular school attendance for all students.
2. The school social worker is available to help students and their families as crisis situations arise. He also functions as a liaison between the school and outside social agencies.
3. The school employs a nurse to address the health needs of children while at school. She also conducts staff informational meetings to inform teachers about basic first aid practices.

4. The Robinson Elementary lunchroom staff provides nutritionally balanced meals for breakfast and lunch each day.
5. Bus drivers safely transport the students to and from school.
6. A deputy from the Dawson County Sheriff's Department is assigned to Robinson Elementary School as the School Resource Officer (SRO) to assist with keeping students safe while at school. The SRO provides instruction to classes on a variety of safety topics as well as the CHAMPS (Choosing Healthy Activities and Methods Promoting Safety) drug prevention/awareness curriculum.

9. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition program, housing programs, Head Start, adult education, vocational and technical education, and job training

Administrative leaders are responsible for implementing a fiscally sound budget, which is coordinated through the Central Office. The principal and assistant principal work closely with grade-level chairpersons to develop a sound budget that meets the academic needs of RES, along with the funds needed for daily operations. This process begins in January with a proposal to the Board of Education to secure school funds.

RES programs will be funded by a variety of sources, including, but not limited to, state, federal, and local funds. State Early Intervention Program (EIP) funds are used to reduce class sizes in selected grade levels. Federal special education funds are utilized to meet special needs of students at all grade levels, and Title I federal funds are allocated to assist students functioning below grade level in reading and math. Title I, Title II and state and local staff development dollars may be used to provide quality training for teachers based upon local needs assessments. Local PTO money supplements RES programs by purchasing instructional supplies for classrooms. State and local dollars provide the vast majority of RES' resources and personnel.

RES' schoolwide project includes coordination and integration of a variety of local, state, and federal programs. Some of the effective instructional methods and programs that increase the quality and amount of learning time are as follows:

I. Local –

1. Classworks
2. Mentoring Program
3. University of Kansas Writing, Comprehension, Inferences, and Math Strategies
4. SRA Reading and Math
5. USA Test Prep
6. Success Maker
7. Saxon Phonics

II. State –

1. Early Intervention Program in Reading and Math
2. Gifted Education
3. Pre-K

III. Federal –

1. Title I, Part A
2. Title II, Part A
3. Title III, Part A LEP

4. Title III – Immigrant
5. Title VI-B, IDEA

Administrative leaders are responsible for implementing a fiscally sound budget, which is coordinated through the Central Office. The principal and assistant principal work closely with grade-level chairpersons to establish priorities to meet grade-level and department needs. This process begins annually in January with a proposal to the Board of Education to secure school funds for school improvement efforts.

RES programs are funded by a variety of sources, including but not limited to, state, federal, and local funds. At RES, Title I funds support a full time Title I teacher and one full-time Academic Coach. The Academic Coach provides support to teachers through professional learning, modeling, and data analysis to increase student achievement and professional effectiveness. Title I federal funds are allocated to assist students functioning below grade level in reading for grades K – 5, to pay for staff salaries, parental involvement supplies and activities, instructional materials, printable assessments, and activities from Teachers Pay Teachers, consulting and translation services, professional learning activities/conferences with associated travel expenses, and homeless student needs. Title II dollars fund professional learning activities, highly qualified requirements, and recruitment/retention efforts for personnel. Title III federal funds and state and local staff development dollars may be used to provide quality training for teachers based upon local needs assessments. Federal special education funds are utilized to meet specific needs of identified students at all grade levels. State gifted and EIP funds primarily defray teacher salaries and for the purchase of instructional supplies for those programs.

RES' Title I schoolwide plan is planned in tandem with other federal programs, state programs, and with local initiatives. This coordinated planning is accomplished via use of a building level leadership committee, a comprehensive needs assessment process, inclusion of information present in school improvement plans, the most recent SACS report, GAPSS review, input from school governance committee, and assessment data. Utilizing these sources to devise a school plan to improve student achievement insures parental involvement and maintenance of a coordinated process while identifying each funding source's role in the system plan. The proposed strategies, materials, and activities are considered in light of the scientifically based research requirement.

Programs under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Education Act, and the National Community Service Act of 1990 are implemented at RES. The counselor provides career cluster lessons over the seventeen career pathways. Students are given opportunities to become familiar with different career opportunities by operating technology for the RES news program each morning. 4th and 5th grade students are given leadership opportunities to become part of the student council. A career day is planned each year for 5th grade students to be able to become familiar with a variety of career options.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Parent-teacher conferences, newsletters, student work folders, report cards, progress reports, and test-scoring reports will be used to provide results of individual student assessments, (local and state-mandated). Parents of students in grades 2–5 have daily access to grades through PowerSchool.

In past years, each parent receives an individual profile for standardized assessment results, which presents each student's scores, strengths, and weaknesses. Teachers will interpret individual results of assessments during school conferences and telephone conversations using the scoring companies' parent

information sheets. Upon request, an interpreter will be provided at conferences for parents that are not English-proficient and/or hearing impaired.

Each student conference is unique; therefore, the teacher, parent, and/or students will identify strengths and weaknesses and develop a plan to help the student achieve grade level GSE and GPS. School and community resources available to assist the student's particular need(s) are also specific and will be decided upon in the conference.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

The collection and disaggregation of data on the achievement and assessment results of students are provided by the state via the various reports supplied for GMAS and CCRPI. Other types of data used are: Classworks, DQAs, District SLOs, GOFAR, and Success Maker. Pioneer RESA produces disaggregated reports according to the school and district requests.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The LEA relies on the GaDOE to provide statistically sound standardized assessments to measure both student and school progress toward meeting adequate yearly progress goals. Formative, summative, and standardized test data are continuously used to monitor and to evaluate student learning. State tests such as the Georgia Milestones Assessment System (GMAS), Student Learning Objectives (SLOs) and Georgia Kindergarten Assessments are used to monitor progress yearly. Data from these assessments are disaggregated in a variety of ways, including by grade level, teacher, and subgroups. The whole faculty, grade-level teams, and leadership team then analyze the results. Assessment results are communicated to all stakeholders in a timely manner. For those students who did not pass the test, phone calls are made to parents to discuss results. All state assessment results are discussed through parent conferences. Students are able to meet with teachers individually in order to discuss their progress. Weekly assessments are sent home to parents through the students' weekly folders/agendas. School-level summative state assessment performance results are also shared through Parent Teacher Organization meetings, School Governance meetings, and the community newspapers. Decisions for continuous improvement are considered only after review of all data.

Areas of focus for professional learning and improvement are directly related to student data and school needs assessment results. Each grade level reviews student data and also as individual classrooms. The strengths and weaknesses are discussed. Grade levels then inform instructional planning and identify instructional strategies that will help maximize student performance in each subject area. SMART goals are included in the School Improvement Plan. These goals take into account students' learning needs. A variety of state and schoolwide performance requirements are used to determine the success of the goals. RES ensures that measurable goals are written so that progress can be monitored. The RES Leadership Team conducts 45-day progress reviews of the School Improvement Plan and evaluates the level of implementation of each action on the SIP.

There is a primary focus on the implementation of standards-based classroom practices and establishing positive school culture in order to increase student achievement. Results of these 45-day SIP reviews as well as achievement on overall SIP SMART goals are shared with stakeholders.

13. Provisions for public reporting of disaggregated data.

RES communicates its expectations for student learning and school improvement results to all stakeholders. RES has made provisions for public reporting of disaggregated data. RES communicates with stakeholders through various mediums such as email, school web page, newspaper articles, school governance committee, school meetings, and leadership meetings and public Board of Education meetings that take place on a weekly to monthly basis in order to report the school's disaggregated data. The format presents percentiles and scaled scores primarily, offering comparisons among RES, the state, our RESA district, and/or comparison group scores. Stakeholders are also informed of expectations with mid-term reports, report cards, and phone contacts. The state report card is accessible on the web yearly from the Georgia Department of Education. It is updated annually.

14. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

The original SWP was developed during the 1999-2000 school year, with its first year of implementation being the 2000-2001 school year. Those who facilitated plan development are Dr. Bob Bonner, Gisela Griffith, and David Davidson of the SDOE Title I Division; Buddy Myers, a retired SDOE Title I consultant; and Michael Catledge, our Pioneer RESA School Improvement Consultant.

RES' school wide plan is revised annually with the involvement of the community to be served and individuals who will execute the plan including teachers, principals, administrators, paraprofessionals, pupil service personnel, and parents.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

The Robinson Elementary School Improvement Team consists of the Title I Committee and the Leadership Team in consultation with Janice Darnell, Director of Student Support for Dawson County Schools. The Leadership Team members include grade chairpersons from grades K-5, Title I teacher, auxiliary representative, special education lead teacher, principal, and assistant principal. The Title I Committee consists of grade level teachers, Title I teacher, special education teacher, and paraprofessionals.

Opportunities are provided for stakeholders to contribute to the development and implementation of the school improvement plan (SIP). Community members, business representatives, and parents are included on committees charged with developing the school improvement plan. The plan and results of the plan are reviewed annually and shared with the Governance Council and the Parent/ Teacher Organization.

In the winter of 2013 a GAPSS analysis was completed at RES. The results were incorporated into the plan. During 2008-2009, the Title I Plan and the SACS plan were combined into one school improvement plan. Parts of the GAPSS Analysis process were incorporated into the plan. Specific areas were addressed, and strategies were identified to help determine the course and outcomes of the improvement plan. All school personnel have access to the plan and are aware of the goals. The objectives were written specifically to grade level goals so that data could be accumulated to determine progress. The faculty and staff of RES monitors the progress of the improvement plan at least four times annually. The assistant principal is in charge of collecting and reporting results of the data annually.

16. Plan available to the LEA, parents, and the public.

The plan is available to the LEA, parent(s), and the public. RES' schoolwide plan is available for review at the Dawson County Board of Education, RES' media center, RES Parent Resource Room, and the front office. The plan is shared and reviewed by all members of RES faculty and staff through leadership meetings and grade level team meetings. It is also shared with the School Governance Council and PTO Board Members, and the Annual Title I Meeting. A notice of availability is on the school's website, as well as directions and deadlines for stakeholders to submit comments and feedback about the plan. Parents will be notified by School Messenger as to the location of the plan, as well as, requests for feedback and suggestions.

17. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Currently, there is not a significant number of non-English speaking people at RES; therefore, no translation is required. However, funds are set-aside for translation services via the LEA's Title III allotment should the service be necessary.

18. Plan is subject to the school improvement provisions of Section 1116.

The RES school wide program is subject to the school improvement provisions of section 1116.

Appendix 1

RES Student Demographics/Subgroup Distribution 2015-2016

2015-2016	Total Number of Students	% White	% African American	% Hispanic	% Other	% Special Education	% Economically Disadvantaged
Dawson County School District	3455	90%	0.2%	7%	3%	15%	51%
RES	534	94%	0.4%	4%	3%	14%	55%

Appendix 2



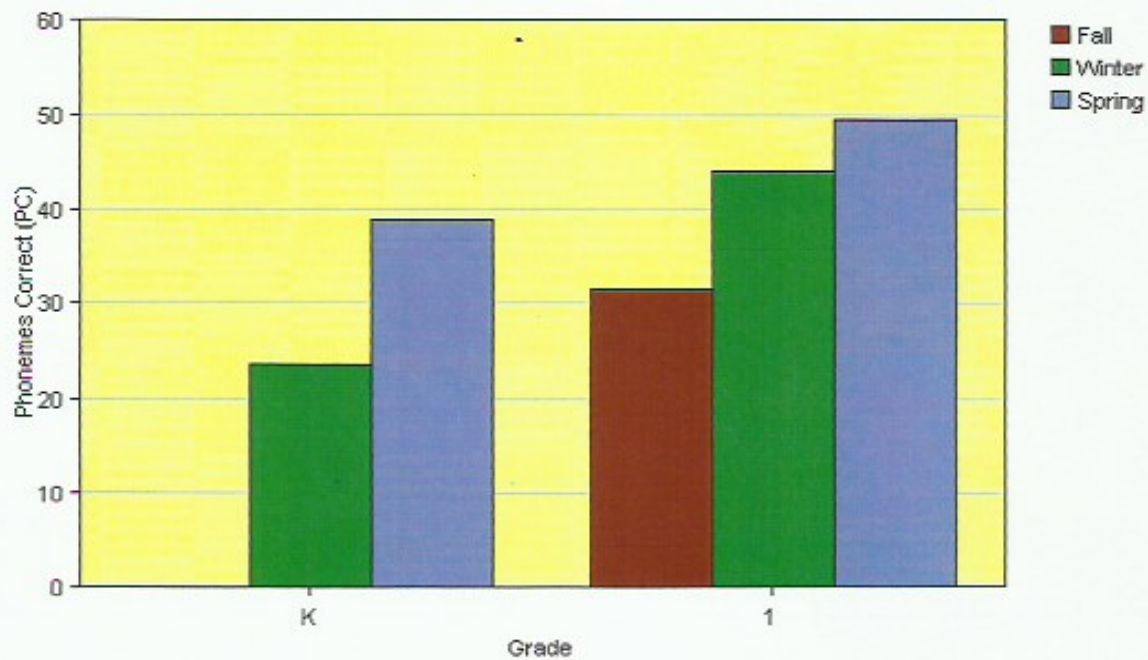
Dawson Co. Board of Education
Year: 2014-2015

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Demographics: Not filtering on demographics
Display: Current Year

Performance of Average Student by Benchmark Period

Dawson County Schools - Robinson Elementary
2014-2015 School Year
Phoneme Segmentation Fluency



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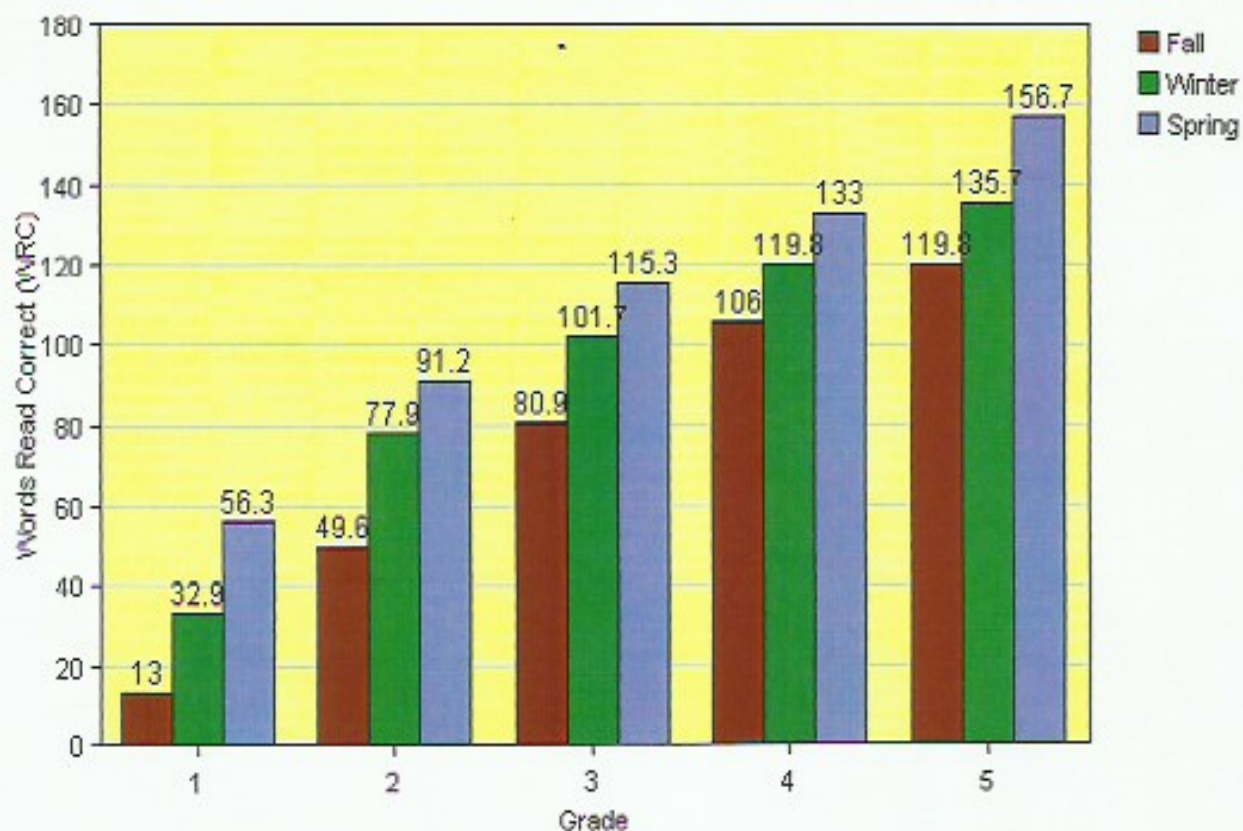
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Performance of Average Student by Benchmark Period

Dawson County Schools - Robinson Elementary

2014-2015 School Year

Reading - Curriculum Based Measurement



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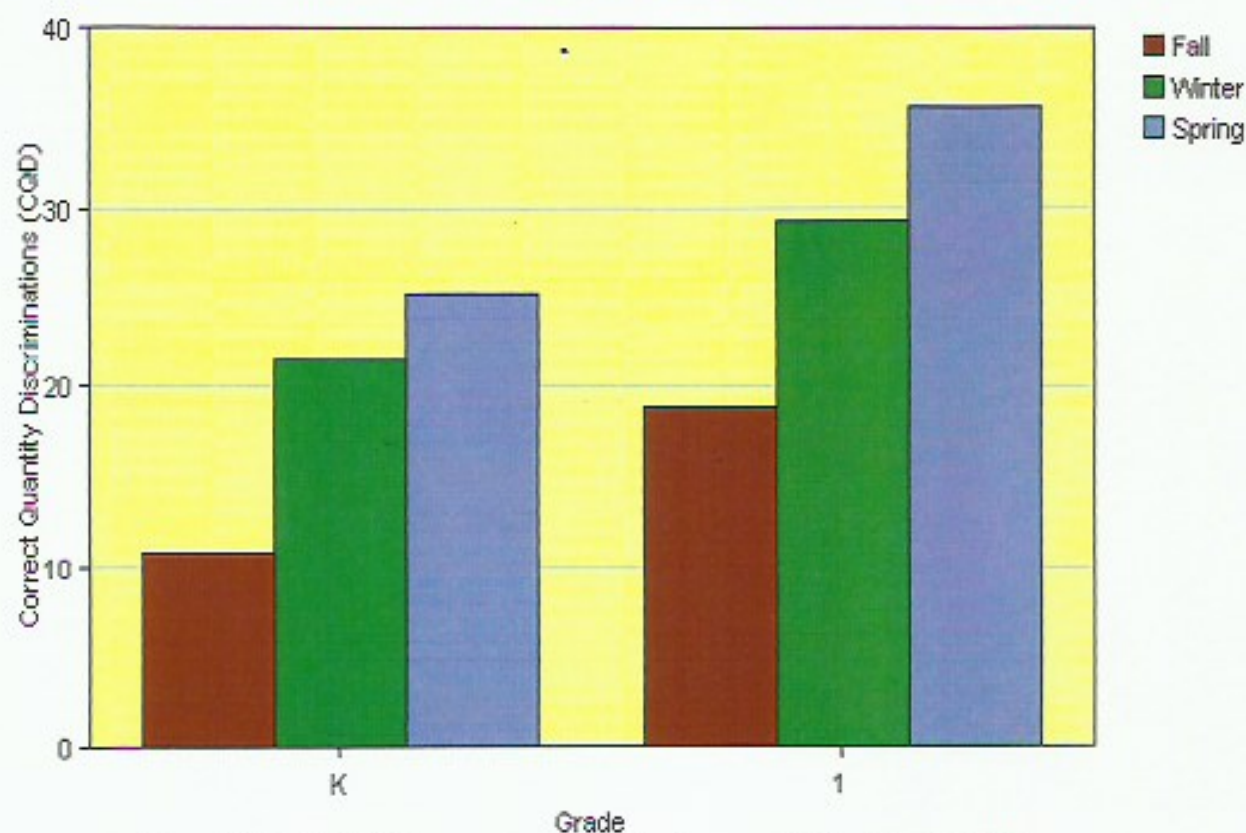
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Display: Current Year

Performance of Average Student by Benchmark Period

Dawson County Schools - Robinson Elementary
 2014-2015 School Year
 Quantity Discrimination





AIMSweb®

Dawson Co. Board of Education
Year: 2014-2015

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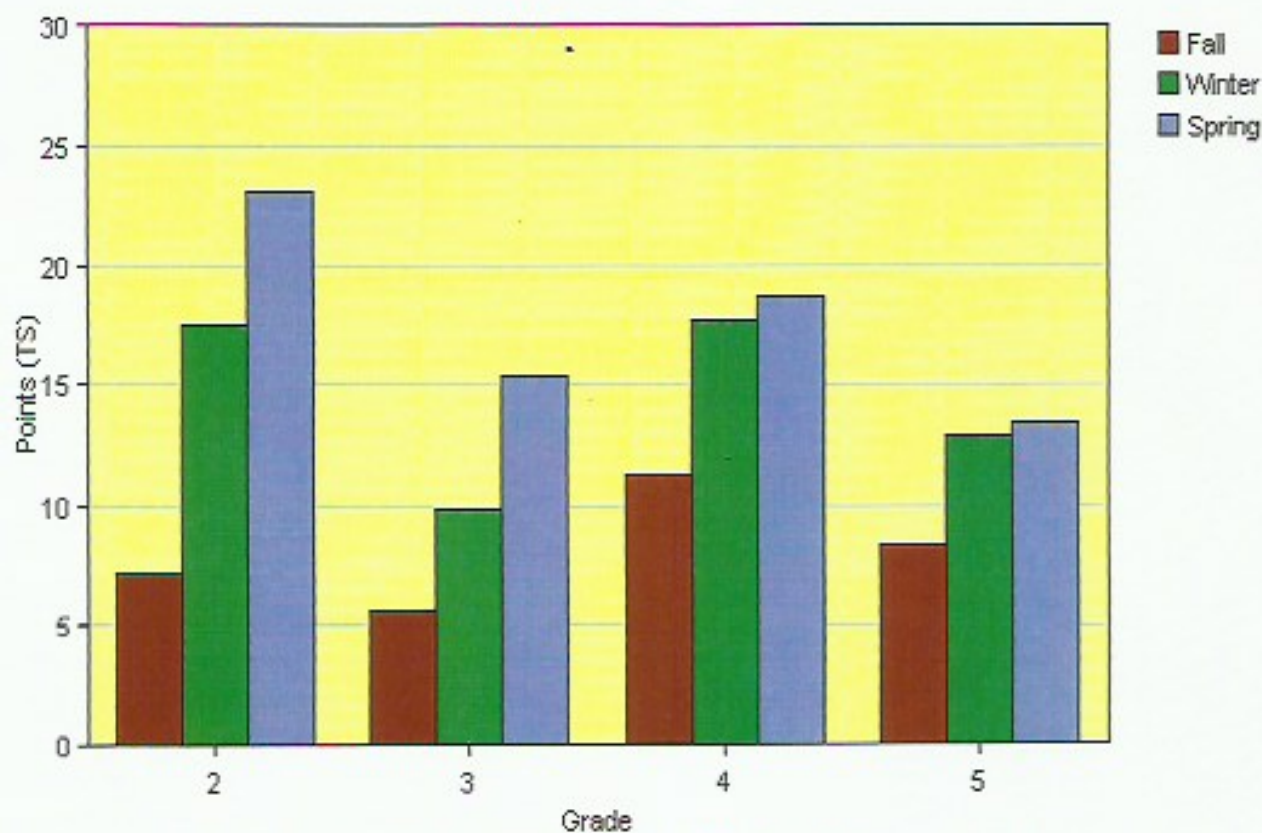
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Performance of Average Student by Benchmark Period

Dawson County Schools - Robinson Elementary

2014-2015 School Year

Mathematics Concepts and Applications



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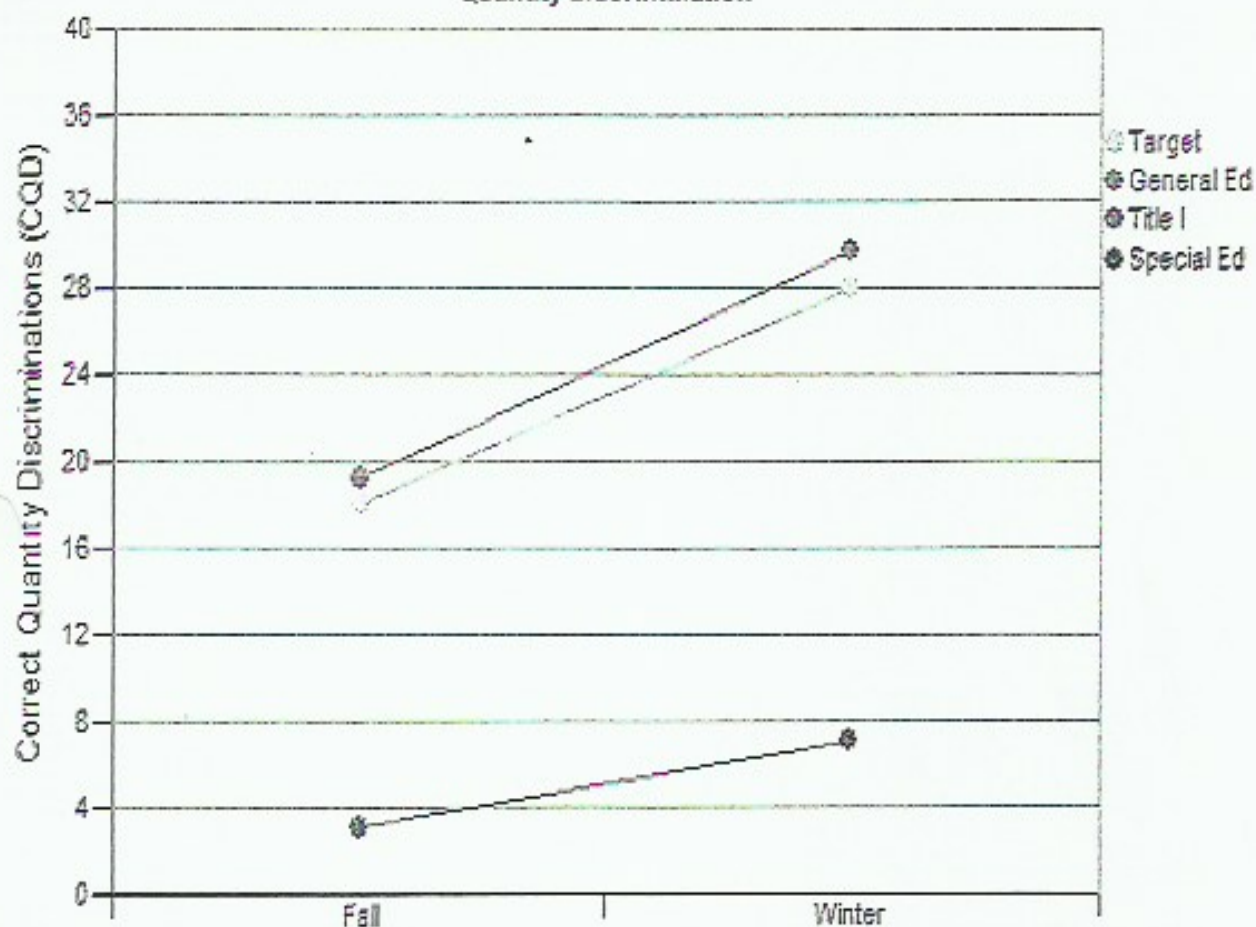
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Target Sets: AIMSweb Defaults

Correlation Point: Service Code

Average Score by Service Code
Dawson County Schools - Robinson Elementary
Grade 1 : 2014-2015 School Year
Quantity Discrimination



Benchmark Period

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	Fall	Winter	Growth Rate
Target	18.0	28.0	0.6 CQD/week
General Ed	19.1	29.6	0.6 CQD/week
Title I	N/A	N/A	N/A
Special Ed	3.0	7.0	0.2 CQD/week



FILTER:

Display: Current Year

Target Sets: AIMSweb Defaults

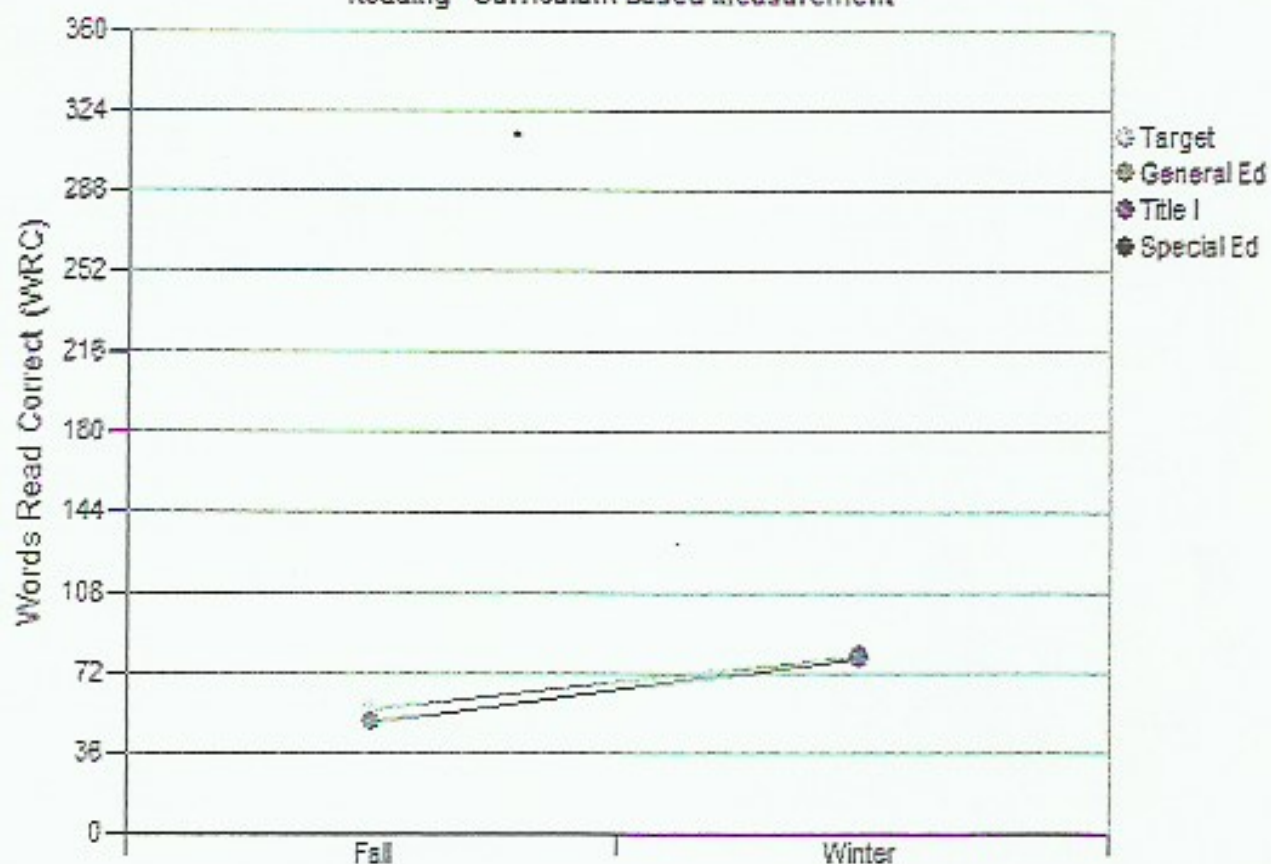
Correlation Point: Service Code

Average Score by Service Code

Dawson County Schools - Robinson Elementary

Grade 2 : 2014-2015 School Year

Reading - Curriculum Based Measurement



Benchmark Period

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	Fall	Winter	Growth Rate
Target	55.0	80.0	1.4 WRC/week
General Ed	49.6	77.9	1.6 WRC/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A



FILTER:

Display: Current Year

Target Sets: AIMSweb Defaults

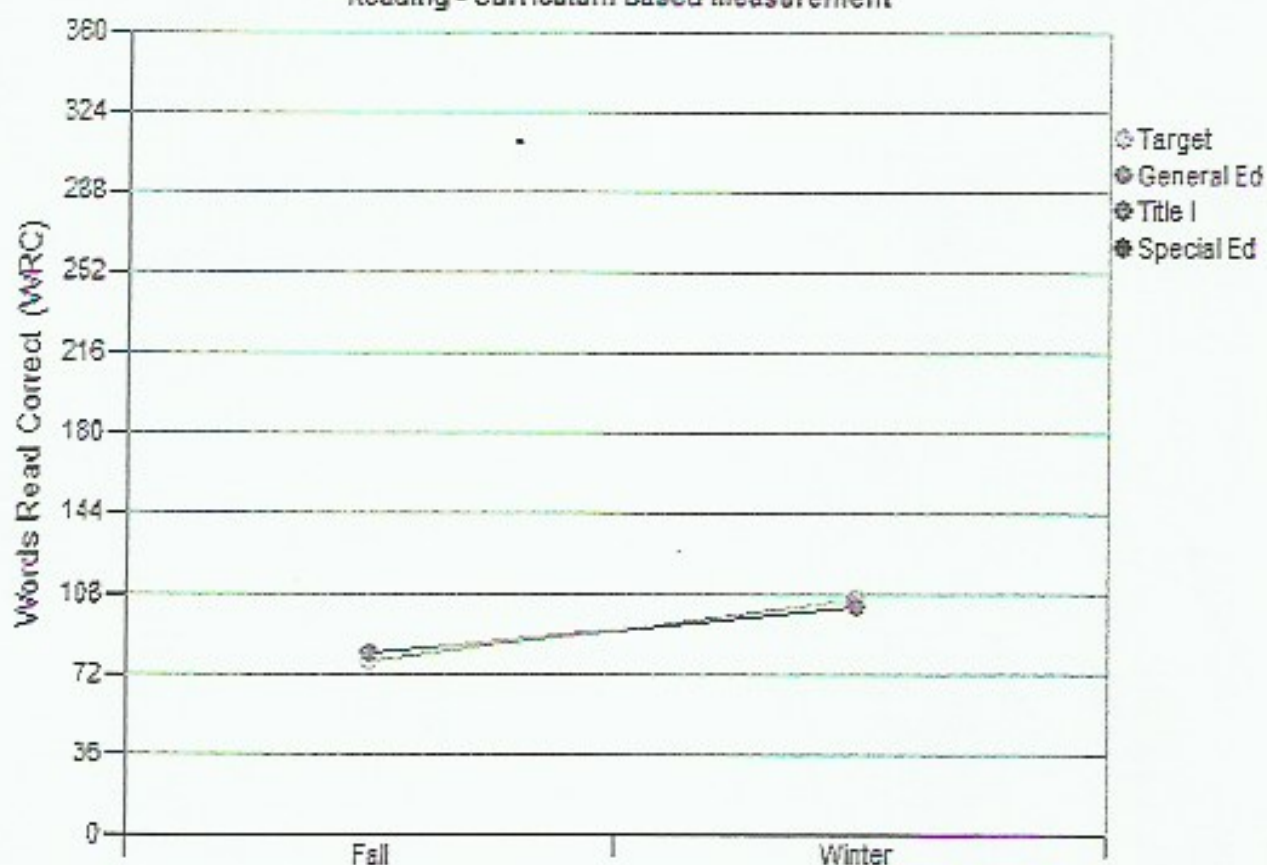
Correlation Point: Service Code

Average Score by Service Code

Dawson County Schools - Robinson Elementary

Grade 3 : 2014-2015 School Year

Reading - Curriculum Based Measurement



Benchmark Period

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	Fall	Winter	Growth Rate
Target	77.0	105.0	1.6 WRC/week
General Ed	80.9	101.7	1.2 WRC/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A



AIMSweb®

Dawson Co. Board of Education
Year: 2014-2015

FILTER:

Display: Current Year

Target Sets: AIMSweb Defaults

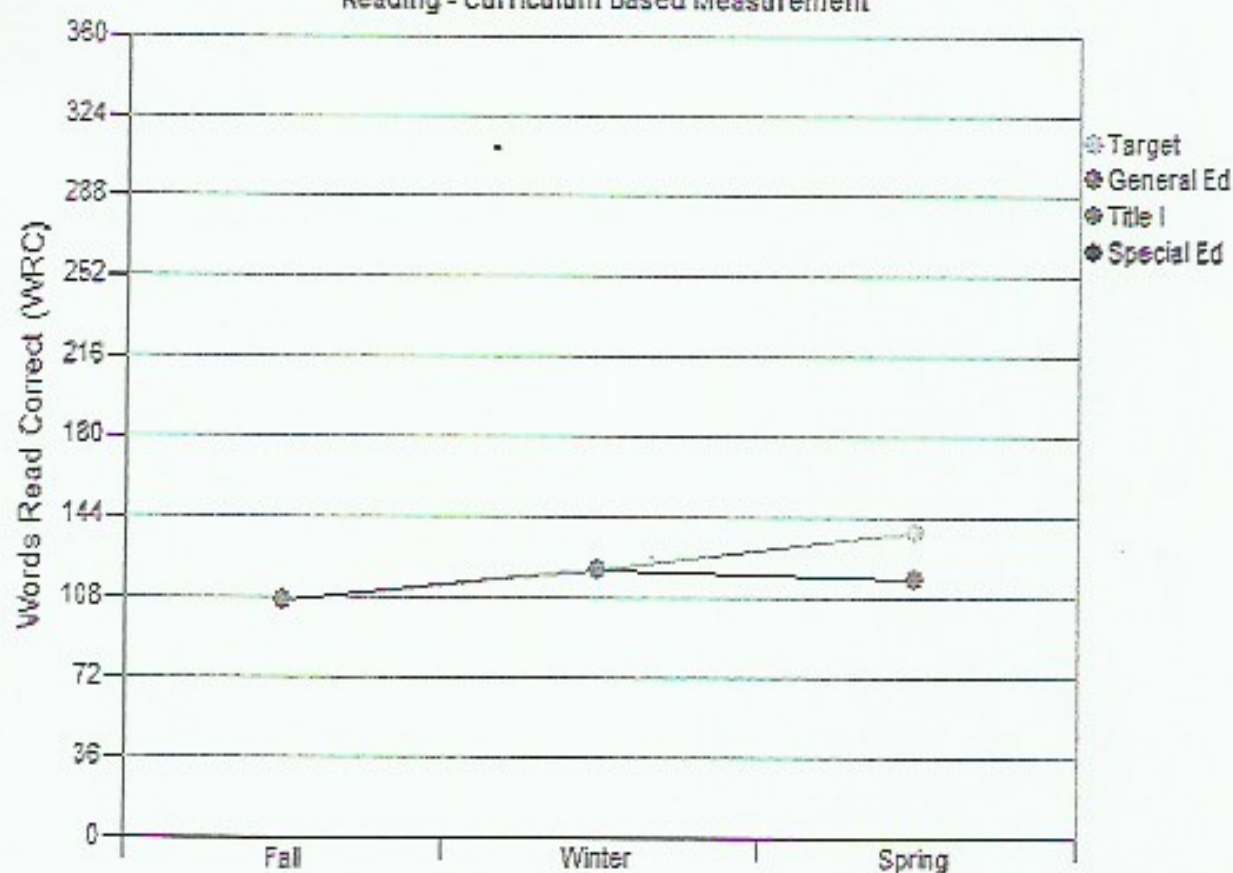
Correlation Point: Service Code

Average Score by Service Code

Dawson County Schools - Robinson Elementary

Grade 4 : 2014-2015 School Year

Reading - Curriculum Based Measurement



Benchmark Period

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	Fall	Winter	Spring	Growth Rate
Target	105.0	120.0	136.0	0.9 WRC/week
General Ed	106.0	119.8	115.1	0.3 WRC/week
Title I	N/A	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A	N/A



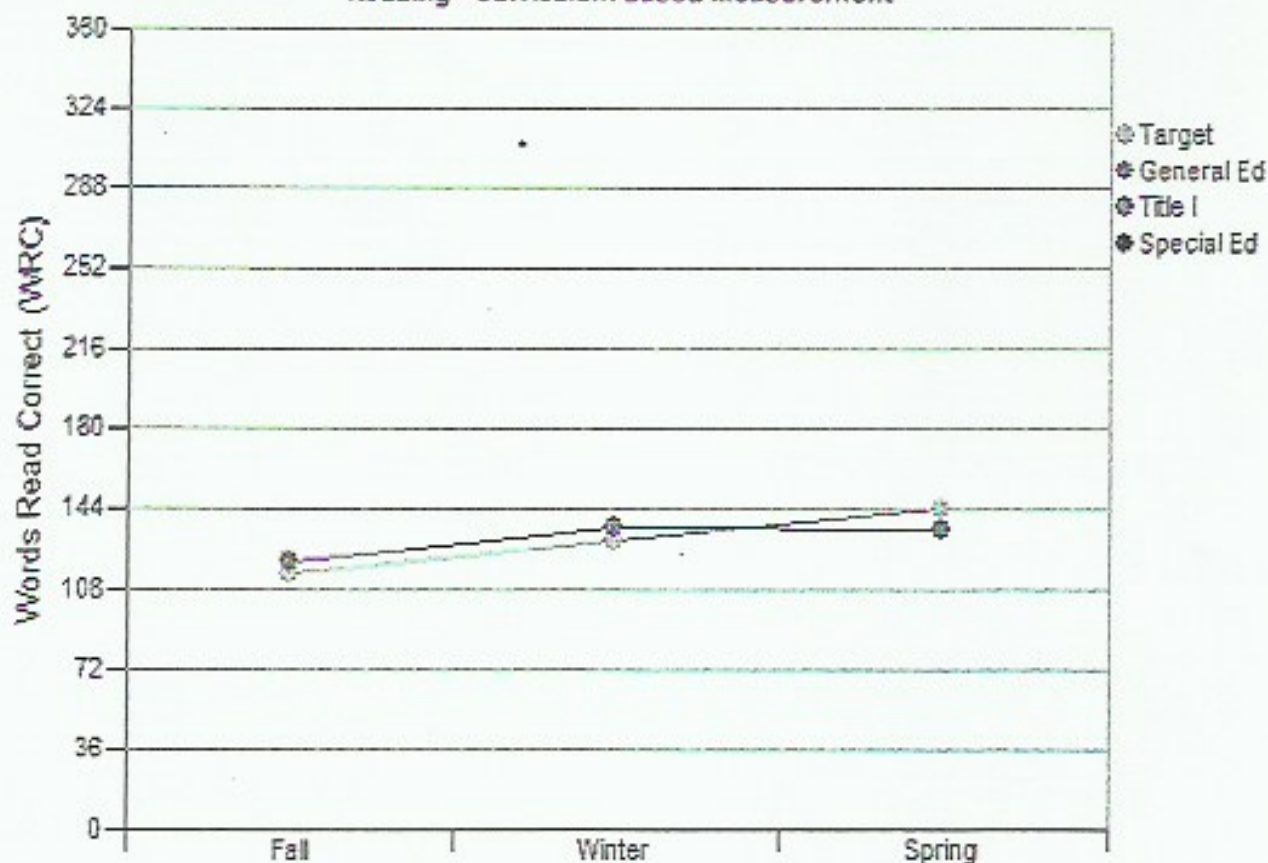
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Target Sets: AIMSweb Defaults

Correlation Point: Service Code

Average Score by Service Code
Dawson County Schools - Robinson Elementary
Grade 5 : 2014-2015 School Year
Reading - Curriculum Based Measurement



Benchmark Period

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	Fall	Winter	Spring	Growth Rate
Target	114.0	129.0	143.0	0.8 WRC/week
General Ed	119.8	135.7	134.5	0.4 WRC/week
Title I	N/A	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A	N/A



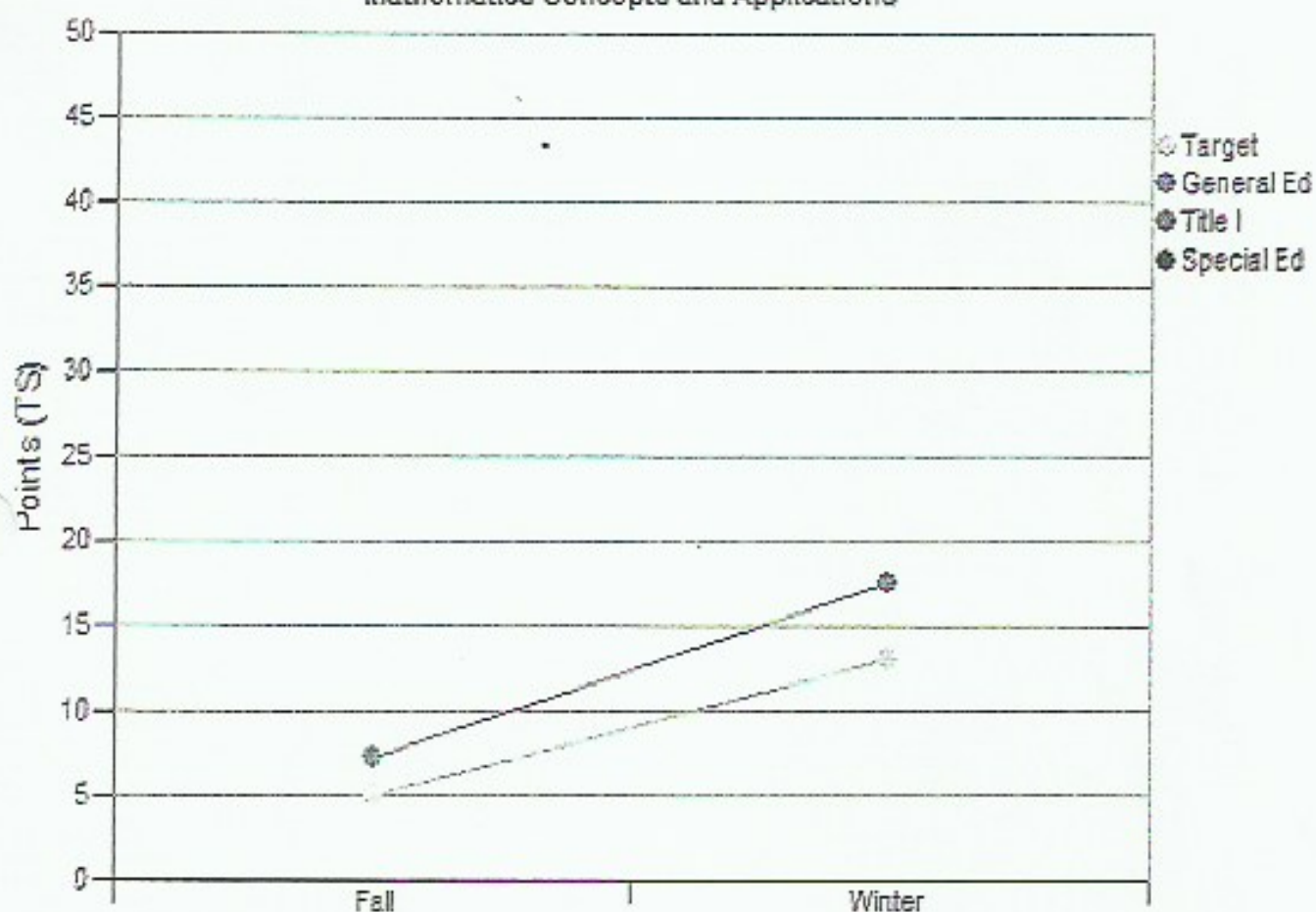
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Target Sets: AIMSweb Defaults

Correlation Point: Service Code

Average Score by Service Code
Dawson County Schools - Robinson Elementary
Grade 2 : 2014-2015 School Year
Mathematics Concepts and Applications



Benchmark Period

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	Fall	Winter	Growth Rate
Target	5.0	13.0	0.4 TS/week
General Ed	7.2	17.5	0.6 TS/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A



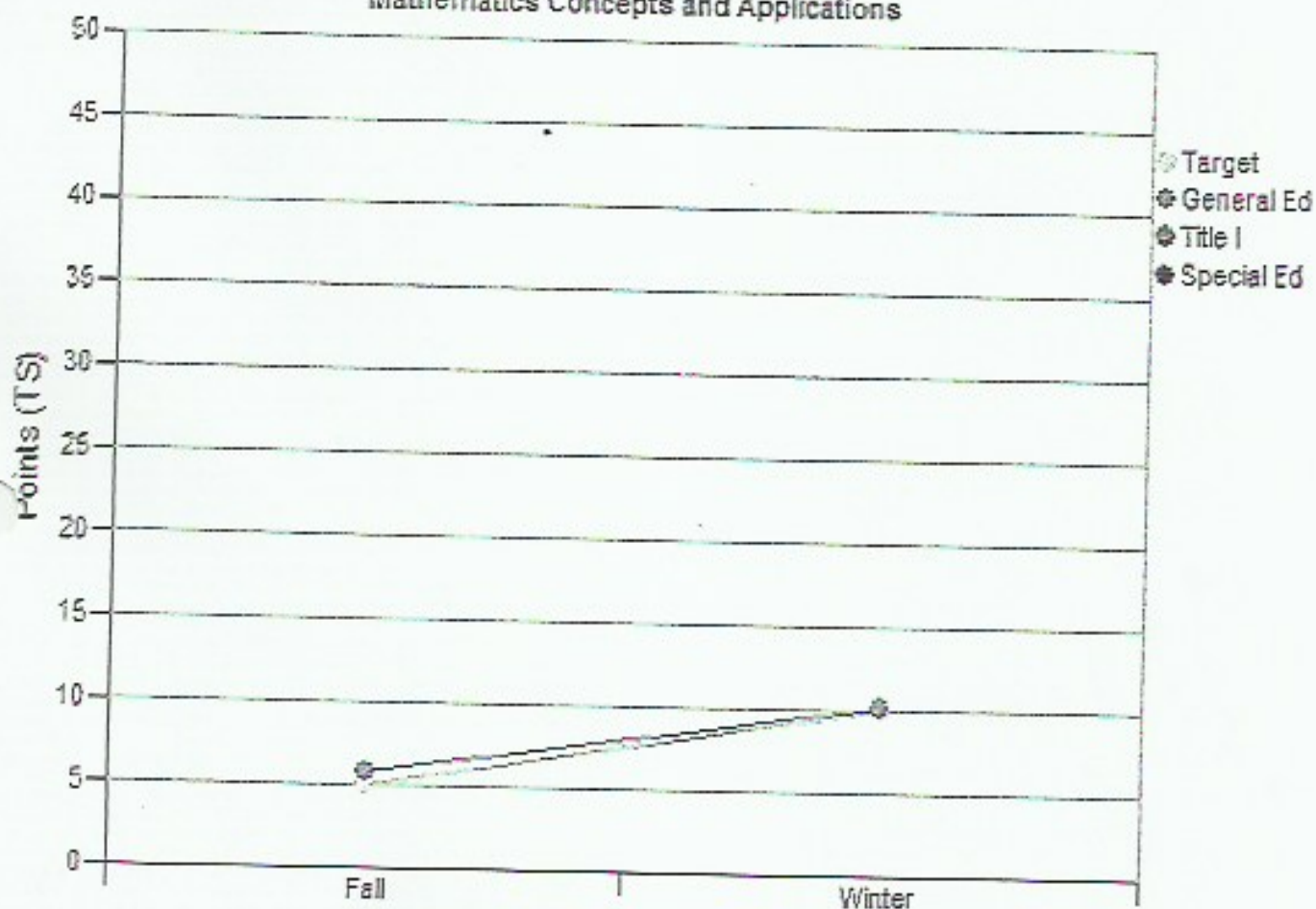
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Target Sets: AIMSweb Defaults

Correlation Point: Service Code

Average Score by Service Code
Dawson County Schools - Robinson Elementary
Grade 3 : 2014-2015 School Year
Mathematics Concepts and Applications



Benchmark Period

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	Fall	Winter	Growth Rate
Target	5.0	10.0	0.3 TS/week
General Ed	5.7	10.1	0.2 TS/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A



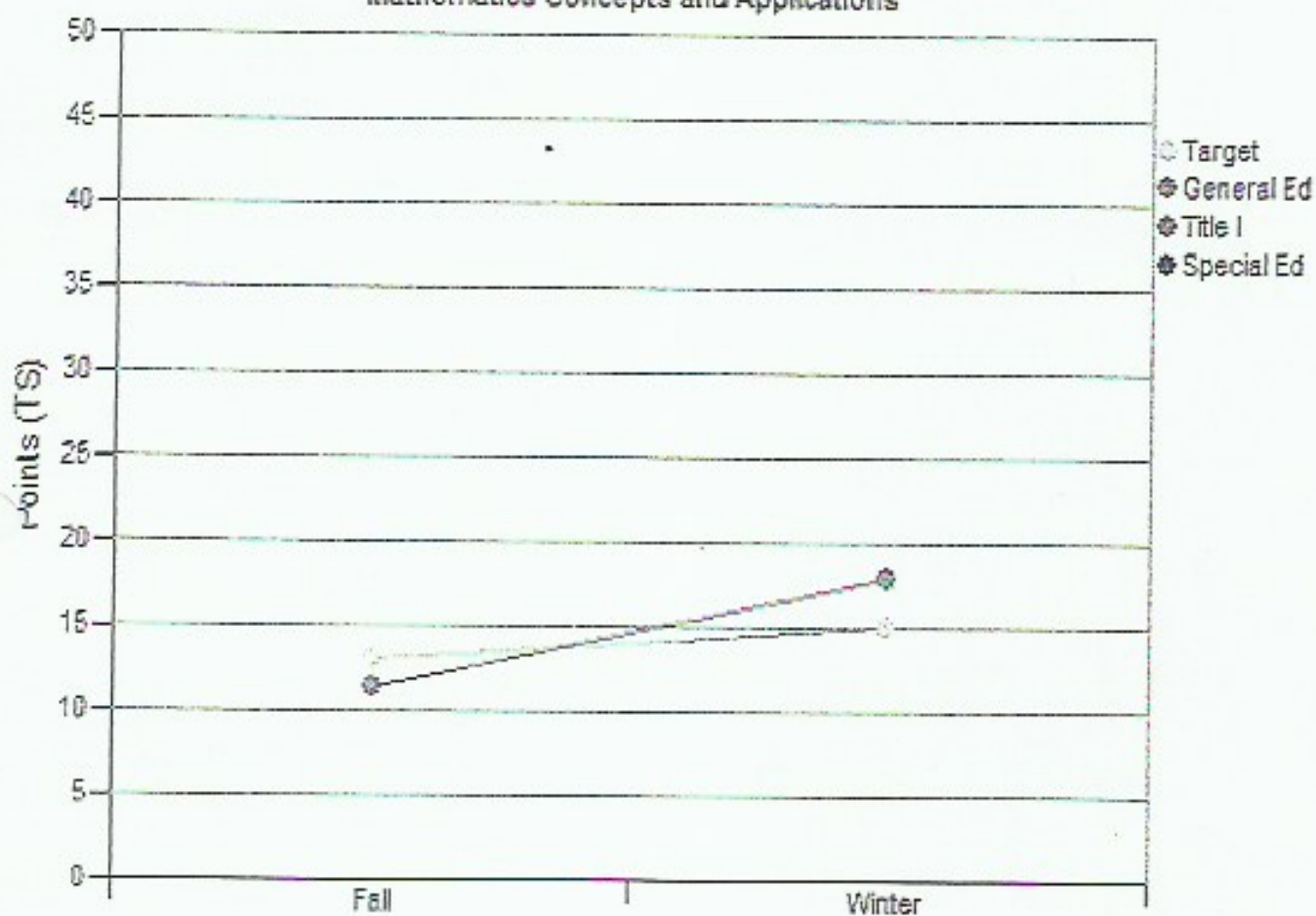
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Target Sets: AIMSweb Defaults

Correlation Point: Service Code

Average Score by Service Code
Dawson County Schools - Robinson Elementary
Grade 4 : 2014-2015 School Year
Mathematics Concepts and Applications



Benchmark Period

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	Fall	Winter	Growth Rate
Target	13.0	15.0	0.1 TS/week
General Ed	11.3	17.7	0.4 TS/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A



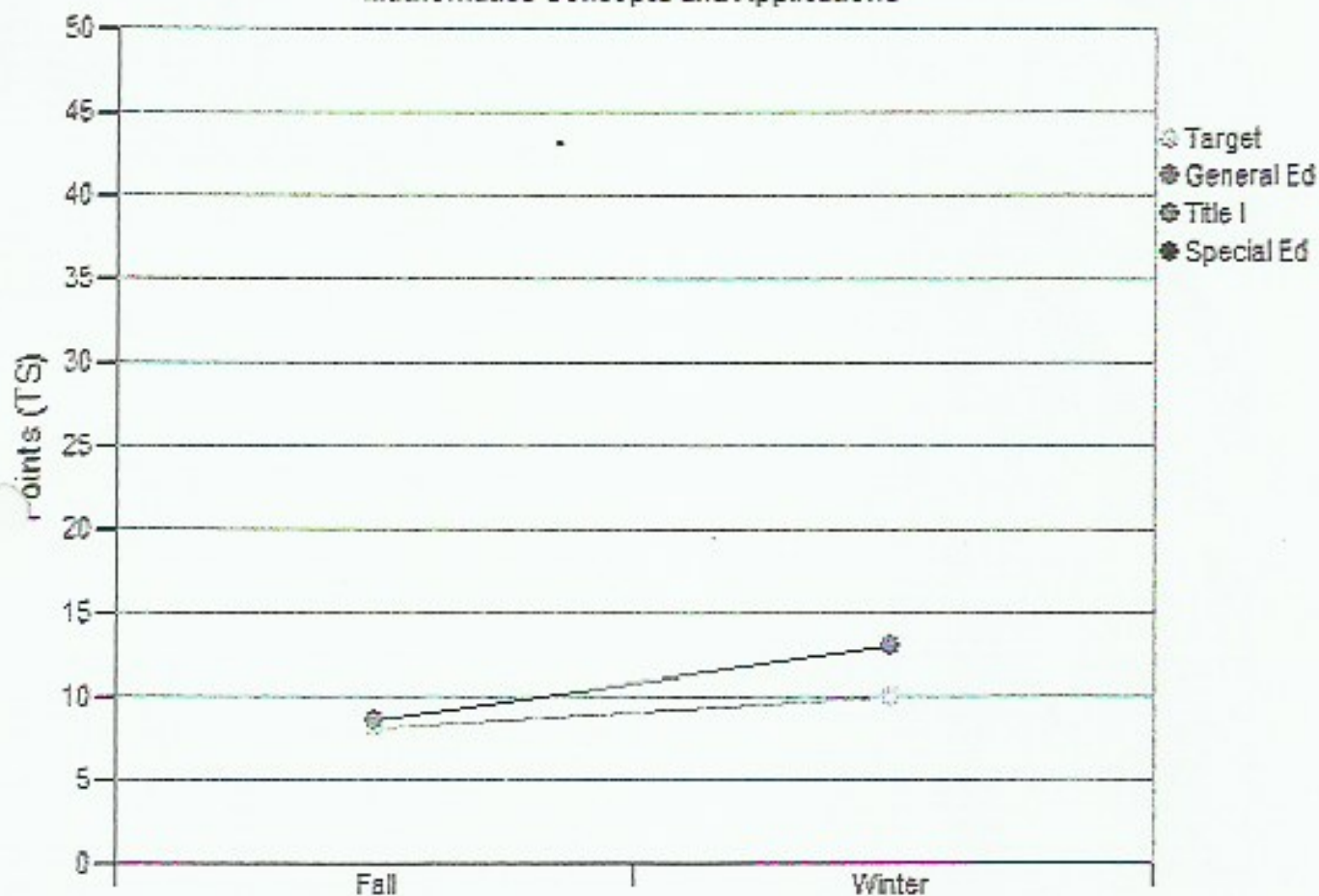
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Target Sets: AIMSweb Defaults

Correlation Point: Service Code

Average Score by Service Code
Dawson County Schools - Robinson Elementary
Grade 5 : 2014-2015 School Year
Mathematics Concepts and Applications



Benchmark Period

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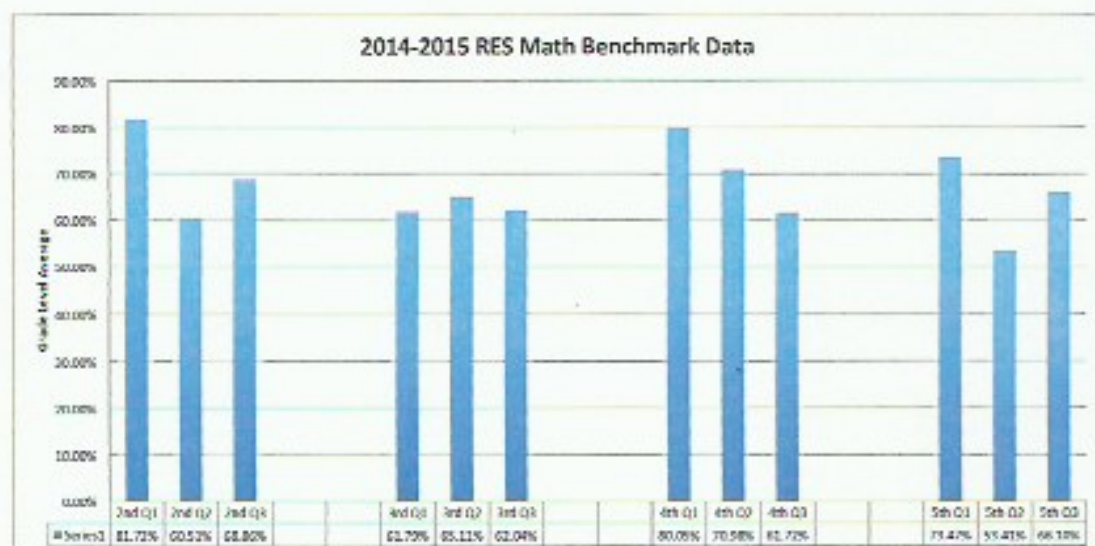
	Fall	Winter	Growth Rate
Target	8.0	10.0	0.1 TS/week
General Ed	8.4	12.9	0.3 TS/week
Title I	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A

2nd Q1	81.72%
2nd Q2	60.51%
2nd Q3	68.86%

3rd Q1	61.79%
3rd Q2	65.11%
3rd Q3	62.04%

4th Q1	80.05%
4th Q2	70.98%
4th Q3	61.72%

5th Q1	73.47%
5th Q2	53.41%
5th Q3	66.10%



Georgia Kindergarten Inventory of Developing Skills (GKIDS)

School Summary Report

System: 642 - Dawson County

Date Printed: 5/22/2015

School: 189 - Robinson Elementary School

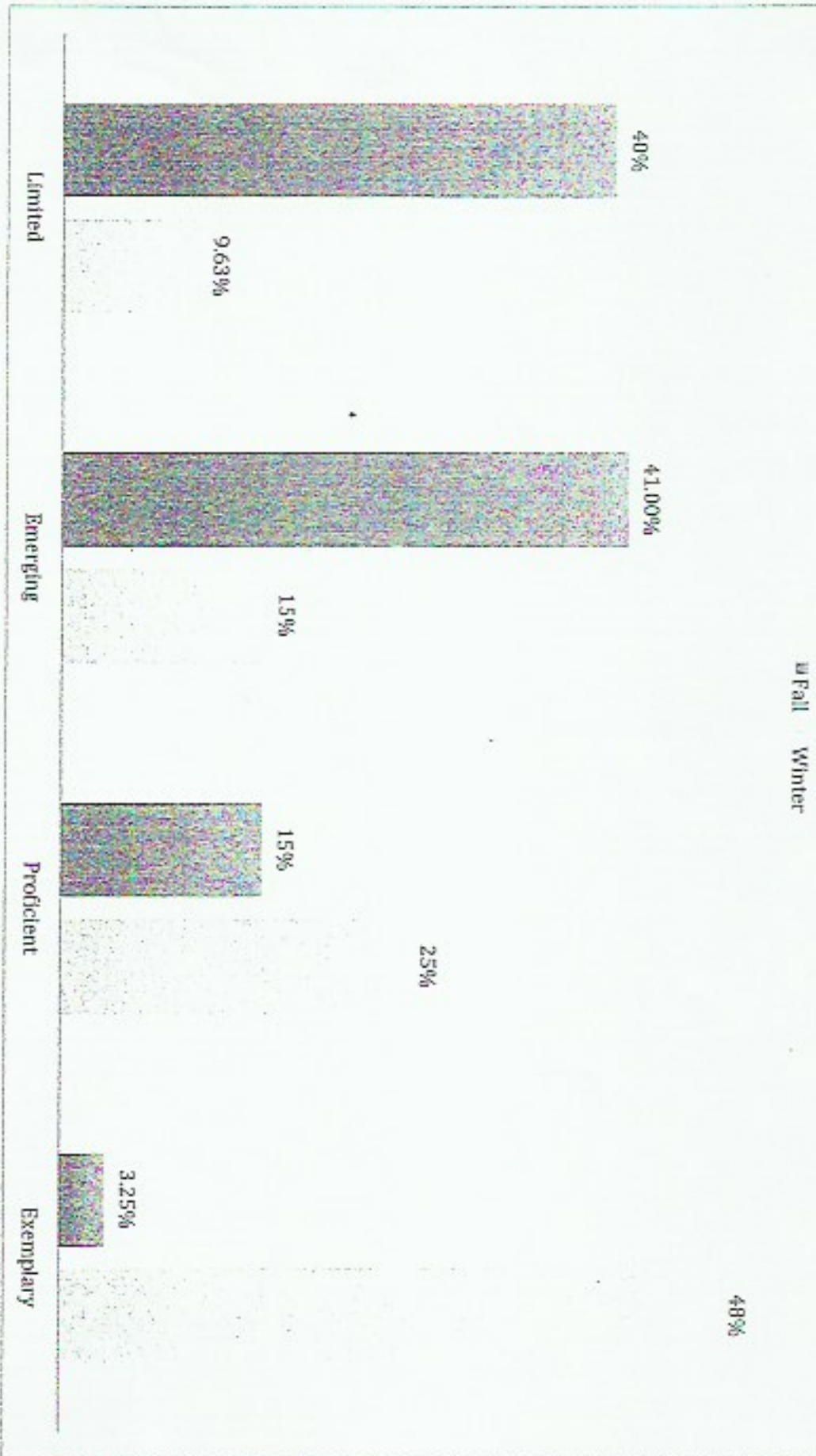
Student Count: 85

Content Area / Strands	# Elements	Mean # Elements Assessed	Mean # Elements Meets/Exceeds	Mean % Elements Meets/Exceeds
English Language Arts (CCGPS)				
Reading	22	22.0	18.3	83.2
Writing	6	6.0	4.4	73.7
Speaking and Listening	3	3.0	2.7	89.0
Language	12	12.0	9.6	80.1
ELA Total	43	43.0	35.0	81.4
Mathematics (CCGPS)				
Counting and Cardinality	9	9.0	8.1	89.6
Operations and Algebraic Thinking	5	5.0	4.3	86.8
Numbers and Operations in Base 10	1	1.0	0.8	82.4
Measurement and Data	3	3.0	2.7	91.0
Geometry	6	5.8	5.5	94.6
Math Total	24	23.8	21.4	90.1
Non-Academic Area / Strands	# Elements	Mean # Elements Assessed	Mean # Elements Consistently Demonstrated	Mean % Elements Consistently Demonstrated
Approaches to Learning				
Curiosity and Initiative	3	3.0	2.9	95.7
Creativity and Problem Solving	3	3.0	1.8	60.4
Attention / Engagement	4	4.0	2.4	60.6
Approaches Total	10	10.0	7.1	71.1
Personal / Social Development				
Personal	3	3.0	2.6	85.5
Social	5	5.0	4.4	87.1
P / S Development Total	8	8.0	6.9	86.5

NOTE: Each Performance field is calculated at the student level. Subsequently, the fields are aggregated to produce the school, system, and state reports.

C6I

RES Kindergarten Fall vs. Winter Counting Profile



Grade Proficiency Report



Administrator: Roxanne Fausett
 School: Robinson Elementary
 Test Administered: Diagnostic

Grade: 4
 Date: May 26, 2015
 Form: B

Reading Level	Below Grade Level	On Grade Level	Above Grade Level
Number of Students	13	28	25

Reading Level or Reading Skill	1-7 minus	2-1 to 2-2	2-3 to 2-4	3-1 to 3-3	4-1 to 4-3	5-1 to 5-3	6-1 plus
Instructional Level							
Number of Students	0	1	0	12	28	19	6
Percent of Grade	0%	2%	0%	18%	42%	29%	9%
Independent Level							
Number of Students	1	8	4	28	19	6	0
Percent of Grade*	2%	12%	6%	42%	29%	9%	0%

*Only the number of students with an Independent Reading Level is used to calculate this percentage of the grade. The total percent may not equal 100, since one or more students may not have achieved an Independent Reading Level.

Grade Proficiency Report



Administrator:	Roxanne Fausett	Grade:	5
School:	Robinson Elementary	Date:	May 26, 2015
Test Administered:	Diagnostic	Form:	B

Reading Level	Below Grade Level	On Grade Level	Above Grade Level
Number of Students	32	37	50

Reading Level or Reading Skill	2-4 minus	3-1 to 3-2	3-3	4-1 to 4-3	5-1 to 5-3	6-1 to 6-2	7 plus
Instructional Level							
Number of Students	1	3	2	26	37	43	7
Percent of Grade	1%	3%	2%	22%	31%	36%	6%
Independent Level							
Number of Students	6	9	17	37	43	7	0
Percent of Grade*	5%	8%	14%	31%	36%	6%	0%

*Only the number of students with an Independent Reading Level is used to calculate this percentage of the grade. The total percent may not equal 100, since one or more students may not have achieved an Independent Reading Level.

